

Standards for Ranger Careers

Distance Learning Program

Quick Reference

National Science Standards (National Academy of Sciences)

NS.K-4.6

NS.5-8.6

NS.9-12.6

National Social Studies - Geography Standards (National Geographic)

NSS-G.K-12.2

NSS-G.K-12.4

National Social Studies - Civics Standards (Center for Civic Education)

NSS-C.K-4.5

NSS-C.5-8.5

NSS-C.9-12.5

Next Generation Science Standards (National Academy of Sciences)

NGSS-K-ESS2-1

NGSS-K-ESS3-1

NGSS-K-ESS3-2

NGSS-5-ESS3-1

NGSS-MS-ESS3-3

Common Core State Standards (National Governors Association and the Council of Chief State School Officers) Notes: CCSS for 5th and 8th grade shown as examples, program can be adapted easily for other grades. **Standards in red apply if including a research component in your classroom.**

CCSS.ELA-Lit.RI

5th grade: 5.3, 5.7, 5.9

8th grade: 8.7, 8.9

CCSS.ELA-Lit.W

5th grade: 5.2, 5.7, 5.8, 5.9

8th grade: 8.2, 8.7, 8.8, 8.9

CCSS.ELA-Lit.SL

5th grade: 5.1, 5.2, 5.4, 5.5, 5.6

8th grade: 8.1, 8.2, 8.4, 8.5, 8.6

CCSS.ELA-Lit.L

5th grade: 5.1, 5.3

8th grade: 8.1, 8.3

Detailed list

National Science Standards (National Academy of Sciences)

- | | |
|-----------|--|
| NS.K-4.6 | Science in Personal and Social Perspectives <ul style="list-style-type: none">• Types of resources• Changes in environments |
| NS.5-8.6 | Science in Personal and Social Perspectives <ul style="list-style-type: none">• Populations, resources, and environments |
| NS.9-12.6 | Science in Personal and Social Perspectives <ul style="list-style-type: none">• Natural resources• Environmental quality• Science and technology in local, national, and global challenges |

National Social Studies - Geography Standards (National Geographic)

- | | |
|--------------|--|
| NSS-G.K-12.2 | Places and Regions <ul style="list-style-type: none">• Understand the physical and human characteristics of places• Understand how culture and experience influence peoples perceptions of places and regions |
| NSS-G.K-12.4 | Human systems <ul style="list-style-type: none">• Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface |

National Social Studies - Civics Standards (Center for Civic Education)

- | | |
|--------------|---|
| NSS-C.K-4.5 | Roles of the Citizen <ul style="list-style-type: none">• What are important rights in the United States?• What are important responsibilities of Americans?• What is the importance of political leadership and public service? |
| NSS-C.5-8.5 | Roles of the Citizen <ul style="list-style-type: none">• What are the rights of citizens?• What are the responsibilities of citizens?• How can citizens take part in civic life? |
| NSS-C.9-12.5 | Roles of the Citizen <ul style="list-style-type: none">• What are the rights of citizens?• What are the responsibilities of citizens?• How can citizens take part in civic life? |

Next Generation Science Standards (National Academy of Sciences)

- | | |
|---------------|---|
| NGSS-K-ESS2-1 | Construct and argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs |
| NGSS-K-ESS3-1 | Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live |
| NGSS-K-ESS3-2 | Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things |

NGSS-5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment
NGSS-MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing human impact on the environment

Common Core State Standards (National Governors Association and the Council of Chief State School Officers) Notes: CCSS for 5th and 8th grade shown as examples, program can be adapted easily for other grades. **Standards in red apply if including a research component in your classroom.**

CCSS.ELA-Lit.RI

5th grade:

5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

8th grade:

8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-Lit.W

5th grade:

5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- 5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

8th grade:

8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- 8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

CCSS.ELA-Lit.SL

5th grade:

5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)

8th grade:

8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)

CCSS.ELA-Lit.L

5th grade:

5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.*
- e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

8th grade:

8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.*

8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Updated December 2015